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ABSTRACT

Designed to increase sixth-grade students' leisure time reading, this practicum study investigated the effectiveness of a computerized independent reading contest. An existing word processing program was modified to encourage the sixth-grade students to read. A list of 25 books was developed. Students used the computer program to respond to questions based on each book. The student with the greatest number of correct answers was declared the winner. A leisure time reading inventory and the Clark County School District Reading Management Diagnostic pre- and posttests were administered to the students. The practicum's goals were that 75% of the students would associate leisure time reading with academic achievement and that 50% of the students would increase their reading comprehension level, vocabulary, inferencing skills, and context clue skills each by 10%. None of these goals were met; however, some improvement in scores was noted, and the students who entered the contest appeared to enjoy the books they read and the challenge of the contest. (The leisure time reading inventory, two computer printouts of data, the reading questions, the form for student-generated questions, and instructions to students for using the computer software are attached.) (RS)

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A COMPUTER PROGRAM TO ENCOURAGE MIDDLE SCHOOL CHILDREN TO READ DURING LEISURE TIME

by

BARBARA C. MARECK

A Practicum Report
submitted to the Faculty of the Center for the
Advancement of Education of Nova University in partial
fulfillment of the requirements for the degree of
Master of Science.

The Abstract of this report may be placed in a
national Database System for reference.

June/1990

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ABSTRACT

Computer Assisted Program to Encourage Middle School Children to Read During Their Leisure Time.
Mareck, Barbara C. 1990: Practicum Report, Nova University, Center for the Advancement of Education.
Descriptors: Reading Program / Computer Assisted Reading Contest / Individualized Reading / Elementary and Secondary Reading Skills and Vocabulary

The excessive failure to read during leisure time rate among the author's sixth reading classes was addressed by the implementation of an computerized independent reading contest. The author used two theories, the computerized reading contest provides every student the opportunity to read and enter answers to questions independently improves reading skills and increases vocabulary and that every student, regardless of ability, can participate in the computer reading program. FrEd Writer (Rogers, 1985) was modified to design a computer program to encourage middle school students to read during their leisure time. The students were encouraged on a weekly basis to visit the school library to locate books on the contest list and to find answers to the questions on the list.

It was the author's goals that 75 per cent of the students would associate leisure time reading with academic achievement and see an improved interest in leisure time reading, and 50 per cent of the students would increase their reading comprehension level, vocabulary, inferencing skills, and context clue skills each by 10 per cent. All of these goals were not attained. It should be noted, however, that the group which elected to enter the contest appeared to enjoy the books they read and the challenge of the contest and did achieve some improvement in scores. The new learning format may have frustrated some students. Further study should be undertaken to continue the assessment of the value of the modified computer program. It appeared that the difference in achievement in the studey happened by chance, but that

these aforementioned reading skills can be improved by this computerized reading contest.

AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to borrow from the work of others, both published and unpublished, I have acknowledged each work in accordance with accepted scholarly and editorial practice. I give this testimony freely out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Barbara C. Mareck

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Observer Verification Form

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Practicum Title A Computer Program to Encourage Middle School Children to Read During Leisure Time

Student's Name Barbara C. Marek

Program Site Las Vegas, Nevada Date June 5, 1990

Observer's Name EMILIO A. FERNANDEZ
(please print---------and sign)

Observer's position PRINCIPAL Phone # 799-8900

Observer's comment on impact of the project (handwritten):

Barbara's program was beneficial to our students. After following the recommendations cited in the practicum, I would like to see the program implemented schoolwide.

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CHAPTER 1

Background

School and Community Setting

The author works for a large metropolitan school district consisting of 12 high schools, 19 junior high schools, eight sixth-grade centers, 42 elementary schools and six sixth grade centers. The position held is teaching reading and English at a junior high school in an outlying area with a population of approximately 62,000.

The school at which the author is employed has an average daily attendence of 676.5 students. There is an average turnover rate of 18 percent. Of the 762 students enrolled, there are 85 percent White, 4 percent Black, 10 percent Hispanic, less than 1 percent Asian, and less than 1 percent American Indian or Native Alaskan. Of the student population, 171 students qualify for the free lunch program while another 25 qualify for the partial lunch program. The total number of students and the socio-economic characteristics of the school population have not

changed significantly. However, since the school opened in 1981, the racial/ethnic composition reflects slight increase in Asian students.

On the staff at this school are 40 teachers, eight teacher's aides, including Chapter I reading, special education, math and reading, four secretaries, two counselors, one dean, one vice-principal and one principal. Also on staff are one part time psychologist and one part time nurse. Five teachers teach special education, two of whom are federally funded, MHS and SEH. There are 68 students classified as special education. This leaves a ratio of 28.5 students per teacher.

The junior high school at which the author works supports two computer laboratories. One is a laboratory with 16 Apple IIe computers, each has one disk drive. This one has been in existance four years. The other, in existance for two years, is a laboratory with 16 Mackintosh computers. Four printers are in each laboratory. Teachers are provided with a "floating" computer setup which consists of a Mackintosh computer with a disk drive, a printer and a datashow scanner and overhead projector. This setup

can be requested by teachers for use in individual classrooms. Some teachers' classrooms are supplied with computers by various federally funded programs.

The library is a large area centered in the middle of the physical plant. It is open and monitored by a certified librarian each school day from 7:40 A.M. until 2:20 P.M. The librarian has six student aides, one each period. The library contains 9,517 hardback books and 307 paperback. Of these, 3,236 are fiction and story collections and 6,588 are reference volumes and nonfiction books. The library also subscribes to 17 different magazines which are available to the students. The library contains 15 tables with four chairs at each table.

The author has taught for 25 years in the same district and at this school for six years. The grade levels which have been taught include: kindergarten and third through sixth. The subjects which have been taught include: reading, math, art, writing, physical education, English, and social studies. The author has served on the TAC committee as chairman and as a grade level chairman. The author sponsored the Drill Team for one year. In the past, the author has received the

lifetime PTA award for school and community and an award for being employed 20 years in the district.

The target group for which this practicum is directed are sixth graders in a middle school. These sixth graders are in a transition period between elementary and high school; therefore, the frustration level of these students is observed to be high. The average ages of the students are 11/12. The students are both boys and girls with various reading levels with reading stanines between two and nine.

Problem

Leisure time reading, interchangeable with recreational reading, is a term given when a person chooses to read. With the onslaught of electronic gadgets, this is a concept that society has all but forgotten. It is a choice that often does not cross a junior high student's mind. Television, electronic games, computerized instruction and a stress on specific skills appears to have replaced the favorite pasttime of recreational reading. It is a concept which in school takes time from specific skill teaching; therefore, some teachers questioned did not feel it to be as important as instructional time.

However, Collins, as noted by a paper presented by Anderson, Wilson and Fielding, (September, 1986:31)

> reported an experiment with matched classrooms from the second through sixth grades. The students who did sustained silent reading moved faster through their basal readers. Furthermore, they showed no decline in spelling and English test scores even though they gave up as much as a half an hour per day of instruction in spelling and English for silent reading.
> As stated by Erazmus (1987:1,3),
>
> because of our nation's changing economy, independent reading programs are becoming more and more necessary....Vocabulary, inferencing context clues are all important skills that can be enhanced by recreational reading.

The problem existed that students who did little or no leisure time reading achieved lower in reading comprehension, vocabulary, spelling, and English skills than students who read recreationally during their leisure time. When questioned about how he was able to achieve a score of 100 percent on a school wide spelling test, a student stated that he read a lot of books.

The target group for which this practicum is directed are sixth graders in a middle school setting. These sixth graders are in a transition period between elementary and high school; therefore, the frustration

level of these students is observed to be high. The average ages of the students are 11 to 12. The students are both boys and girls with various reading levels of stanines between two and nine.

Of eight teachers involved in the reading process, 100% agreed that students who read regularly during their leisure time scored higher in achievement tests. A study of students' academic histories, along with the LTRI and teacher observation, provided documentation that the students with the higher grades were the ones who read more out of school and who were read to when they were younger.

An obvious lack of participation leaves some students out of the adventure of books. Because of the rise in the number of latchkey children, children who arrive home where they have no supervision, it was observed that parents were not available to encourage children to read nor were they at home to give these children role models for recreational reading. Where some children had been read to since they were small, others had not had that experience because parents were not interested.

As yet, little research in recreational reading dealing with the junior high level had been done. More interest and emphasis had been placed on grades two through five. According to Erazmus (1987:2), "leisure time reading is most popular with students up to the age of nine and the least popular with thirteen year olds."

According to this author, a concern was that although..."the communications industry is mushrooming,...with new information replacing old information at a dizzying rate, our young people are exposed to more, sooner than at any time in history" (Fuhrman, Schneider, 1986:57), these electronic systems did little to encourage students to read on their own. Therefore, leisure-time reading appeared to be at a low priority with our students.

The main concern of this author was that students at junior high level were not encouraged either at school or at home to read during their leisure time. Designing a computer program that would motivate students to read during leisure time was needed. No useful computer generated program could be found with which teachers could facilitate this need. The author

wished to develop a modified motivational computer program (FrEd Writer) to encourage students to use some of their leisure time for recreational reading to improve the following reading skills: vocabulary, comprehension, inferencing, and context clues.

Outcome Objectives

Through developing a modified computer program and working with a group of sixth graders, the author hoped to encourage students to read during their leisure time. The following objectives would take place during the course of study of 17 weeks:

1. 75 percent of the students would associate leisure time reading with academic achievement.
2. 50 percent of the students would raise their reading comprehension level by 10 percent.
3. For the duration of the contest, 50 percent of the students would improve their vocabulary by 10 percent.
4. 75 percent of the students would see an improved interest in leisure time reading.
5. As measured by a Reading Management System Diagnostic Test (RMS) utilized in the local

county school district to be administered before and after the implementation of the practicum, 50 percent of the students would improve in inferencing skills by 10 percent.

6. As measured by the RMS, 50 percent of the students would improve their context clue skills by 10 per cent.
7. The librarian would see a 75 percent increase of the participants' use of the library to select books for leisure time reading.

Chapter II

Research and Strategy Solution

Leisure time reading is defined in these ways: 1. recreational reading - "when given various options, students will choose to read." (Erazmus, 1987:2) 2. lifetime reading - never forgetting to read. Choosing reading as a leisure-time activity (Spiegel, 1989:250), or 3. independent reading -

> like to read, read beyond reading class, consider themselves readers, are considered readers by others, try a variety of books, read a variety of books, know how to pursue a reading task, know what they can do, know what they cannot do, know what their specific areas of interest are, know how to use the library, do use the library, and support others so they can consider themselves readers. Most importantly, they read. (Hansen, 1987:99)

Teachers and other educators want students to become "lifetime readers."

> These students automatically use reading to gain information and solve problems. They escape from their everyday lives into worlds of adventure, romance, and exotic lands. "Real" lifetime readers plan their weekends carefully to be sure that they have enough books to see them through while the library is closed. (Spelgel, 1989:250)

According to Hansen, (1987:121), " 'a Reader' is a person who decides what to read." Four different characteristics of "a Reader" can be identified as the person who:

1. chooses his/her own books.
2. decides what he/she will read.
3. selects articles.
4. selects the books, magazines, and newspapers he/she will read.

"A 1984 study by the Book Industry Study Group reports that voluntary reading among those under twenty-one years of age has declined twelve per cent in the last eleven years." (Erazmus, 1987:1)

"Students who read more improve work habits, develop language skills and grow socially and emotionally." (Erazmus, 1987:1) "Independent reading is probably a major source of vocabulary growth . . . [and] a major source of reading fluency." (Anderson, Fielding, Wilson, 1986:35)

> Reading teachers are ever mindful of that part of the instructional program that enhances reading skills and, at the same time, moves students toward becoming readers who not only know how to read but will read, and will continue to be

> readers through life. Teachers know they must provide time to read and make good books readily available if students are to become lifelong readers. (Aaron, 1978:137)

This author realized clarification must be made about leisure time reading at home and recreational reading at school.

> Recreational settings include those where reading happens by student choice. A student might, for example, choose to read a novel, complete a crossword puzzle, or read the funny papers during a study period or lunch break. A young child might choose to read road sign, labels, or cans. Young and old may decide to relax out of doors, in bed, or on the beach by reading. (Glazer, Searfoss, 1988:172-173)

One researcher stated that at home "reading must frequently compete with the omnipresent television and its tempting tidbits of instant culture and instant action." (May, 1986:262) Glazer and Searfoss, 1988:172-3, state that "they know of no previous discussions in the professional literature concerning diagnosis of students reading in naturalistic, recreational settings."

> As an adult, you can often choose the conditions under which you read for pleasure-or you can choose not to read. Possibly one reason so many adults do not think of reading as pleasurable is that as schoolchildren, they rarely or never had the opportunity to read under conditions that made

> reading pleasurable for them. This may explain in large part why, in addition to the millions of adults who cannot read even functionally, there are millions and millions more who can read but choose not to. (Weaver, 1988:365)

"Feeling good about oneself as a reader. That's really important," states Jan Roberts, a teacher whose ideas are discussed by Jane Hansen, 1987:98-9. According to Roberts,

> her leisure-time reading affects the students in her classroom. She says, "I'm in the middle of two books but can't seem to stay with either. However, a friend recommended West with the Wind by Beryl Markham, and I can't put it down. It's a great book for me, and as I read it I share it, note parts I want to share with others, and think about who I'll recommend it to. I am constantly looking for a special book, as other readers do, and when we value this, we build it into our reading program."
>
> A 1980 study of fifth grade students found that given leisure time options, a majority chose other activities over reading....In 1985, the National Academy of Education published a report titled, "Becoming a Nation of readers: The Report of the Commission on Reading." Almost fifty per cent of the students surveyed said they spent less that four minutes per day in recreational reading.
>
> It is remarkable that there is very little attention given to recreational reading by the educational establishment. [Therefore], a new problem may be developing in the United States, the problem of alliteracy, those who can read but choose not to. A potential cause of this problem is that teachers are not making a distinction between building reading skills and developing positive reading habits and interests....Children must be taught independence in book selection, having a purpose for reading, and use of the

> skills acquired during formal instruction....The only way to develop the reading art is to read. (Erazmus,1987:1-4)

One way to encourage students to make use of library books was to allow plenty of time and motivation for them to read. (May, 1986:262) "Reading for pleasure, associated with positive reading performance, should continue to be emphasized in the school...as well as at home." (Neuman, 1982:668)

> Another benefit of a recreational reading program is that students learn the meaning of new words....Researchers have stated that after the third grade, the amount of vocabulary words learned is greatly determined by the amount of books read....The most profitable way to produce worthwhile vocabulary gains is to get students involved in a program of recreational reading in the classroom.
>
> While improving vocabulary skills, recreational reading also improves the ability to pronounce words correctly....Getting students to read will improve students' verbal fluency....Of the few studies that have been published, it is shown that students do improve their reading skills when they are involved in a recreational reading program. Reading achievement can be directly related to the amount of books read by students. (Erazmus, 1987:5,6)
>
> Reading books is the out-of-school activity that proved to have the strongest association with reading proficiency. Time spent reading books was fairly strongly associated with the measures of a child's status as a reader in the fifth grade.... This study revealed truly staggering differences among children in amount of out-of-school reading....For instance, the child who is at the 90th percentile in amount of book reading spends

> nearly five times as many minutes per day reading books at the child at the 50th percentile and over two hundred times as many minutes per day reading books as the child at the 10th percentile. This means that additional time invested in reading books yields diminishing returns in reading proficiency.
>
> Does reading, particularly book reading, cause growth in reading proficiency? The fact that book reading was a significant predictor of growth suggests that the answer is yes. The principal conclusion [of the study of Anderson, Fielding, Wilson] is that the amount of time a child spends reading books is related to the child's reading level in the fifth grade and growth in reading proficiency from the second to the fifth grade. The case can be made that reading books is a cause, not merely a reflection, of reading proficiency. (Anderson, Fielding, Wilson, 1986:21-23,35)

After reviewing various pieces of literature on the importance of reading outside the bounds of classroom reading instruction, this author chose a method that could be incorporated into any reading classroom situation at any grade level so students could be motivated to read during their leisure time either within the classroom setting or out of the classroom in a recreational setting.

It was through an analysis of tests and survey results, that the problem was presented to the students involved in a motivational computerized reading program. The program motivated the students by placing

importance where they put their priorities, with a reward at the end, while, at the same time, improving comprehension, vocabulary, inferencing, and context clues.

As was stated in the problem, "...the communications...industry is mushrooming;" (Fuhrman, Schneider, 1986:57) therefore, a greater use of computers can be made to encourage students to read during their leisure time. This author programed a reading contest consisting of 25 student-generated questions. These questions were be inclusive with title, author, and a who, what, when, where, why, or how. The teacher included the librarian in the contest by submitting the contest questions to him/her to ensure these questions included enough information so students would not become frustrated in searching for the answers and that these books were available to the students.

Students purchased from the teacher a list of reading contest questions and an ID number, or a separate student disk, on which to enter answers. After a time set by the teacher, a check of the answers were made to find the student with the most correct

answers. For the duration of the contest, the students were able to enter their answers under their ID numbers, or onto their student disks. Anonymity was kept by the teacher and the student so that no student could access another student's answers.

This program was reasonably incorporated into the classroom or library where a computer was available because of the low cost factor of the Free Education Word Processing Program (FrEd Writer), the student generated questions and the computer disks, and the availability of the library.

> By far the largest number of teenagers fall into the category of functional readers. Our job is to come up with books [and/or programs] that they will find interesting enough to read. Reading requires effort, and functional readers will expend this effort only on books that cater to their interests. (Eklund, 1988:200:200)
>
> The timeworn statement that "children learn to read by reading' would be more accurate if it were changed to "children's readinhg ability is maintained and enhanced by reading." Certainly, just reading without systematic instruction will not accomplish the task; children must be taught to read. However, in order to maintain proficiency in reading, students must use the skills they have learned. Extensive reading leads to increased vocabularies, enlarged knowledge, broadened interests, greater appreciation of writing techniques and styles, and improved speed of comprehension. Further, enjoyment and appreciation of good literature are increased by wide reading. (Aaron, 1987:126-7)

Chapter III

Method

The implementation and evaluation of the modified motivational computer program to encourage middle school students to read during their leisure time took 18 weeks. The method used to implement the author's program involved the following procedures:

1. Generating and selecting student's questions from school library books
2. Administering the Leisure Time Reading Inventory and Clark County School District, CCSD, Reading Management Diagnostic pre test
3. Designing a computer program and distributing disks to students
4. Periodic checking of students' answers
5. Determining winner of the reading contest
6. Administering the Leisure Time Reading Inventory and CCSD Reading Management Diagnostic post test

1. Selecting student-generated questions

The writer met with all teachers in the reading department of the school. At this meeting, a request was made for students in the reading classes to write a a question they had read from books in the school library. A form was given to the teachers to give to the students as a guide for what the author was looking. (Appendix D) Approximately five days was given for this project to be completed.

After collecting the questions, each one was studied to select the best ones for the target group. It was decided that 25 questions, some fiction and some nonfiction, would be selected. Questions selected were of varying degrees of difficulty, from more familiar books to books of lesser familiarity, each containing clues which would lead to the answers to the questions.

After selecting appropriate questions, the author conferred with the school librarian to make certain the student-generated questions could be found in the books available in the library and that these questions and books were suitable for the target group. The use of the school library and librarian is extremely important

at this point. At this time, the librarian can be made aware of the computer program and its objectives.

2. Reading inventory and pre test

All students enrolled in the author's sixth grade reading classes participated in a Leisure Time Reading Inventory (LTRI). Each student was given an inventory of 10 questions. They were instructed to answer the questions completely. The students were allowed to ask questions while completing the inventory, and they were given 15 minutes to complete it.

The motivational computer program, "The Great Reading Race", was explained to the students. The students were then given a choice of participation. As explained, each student would pay $.50 cents to enter the contest. With this money, they could rent an initalized disk with questions. The money would then go into the pot for the prize. In addition, the author donated a 2 1/2 foot trophy and a small stuffed animal toward the prize for the student answering the most questions correctly. These prizes were to be awarded at the conclusion of the reading contest so labeled "The Great Reading Race".

Students choosing to participate in "The Great Reading Race" were required to complete the Clark County School District, CCSD, Reading System Diagnostic Test, Grade six. Only the items on the examination which tested the skills listed in the objectives were marked for completion. (Appendix E) Each of 23 students was given an examination booklet. They were then given an answer sheet with the test items necessary for completion marked. The students were allowed one class period to complete the pre test. This time frame allowed all levels of students to complete the test. The answer sheets were then entered into the reading department computer and the results of each student was recorded.

3. Computer Software

In an effort to facilitate the need for more leisure time reading, the author modified an existing word processing program, FrEd Writer. This program provides questions for students to answer by reading books from the school library. Prompted writing was used to discourage students from disturbing the actual

questions. (Appendix F) Space was then given to allow students room for answers.

Computer disks were FrEd Writer formatted for the students, questions were entered and then copied onto each disk. As each disk was rented, the student individualized it. The disks were stored in a secure place to be checked out when needed. Students were informed that they could enter this contest at any time, but the contest would end at a designated time.

4. Checking Students' Answers

In order to foster meaningful communication between teacher and students during the implementation period, the author set up meetings with the students both in group and individual situations. During these meeting periods, the students were quizzed about the following concerns: locating books in the library, understanding the clues to find the books, taking the time to use the library, and finding answers to the questions. At this time, students were encouraged to continue with the contest.

Students' individualized disks were checked periodically. A check-out sheet was not used to check

how many times a student used his/her disk to enter answers. Library time was not logged for each student.

5. Winner Determined

At the designated end of the contest, student disks were viewed and the answers were tallied and verified. Since students were required to give title and author, and to answer the questions, each of these items were checked. Where the student had written only an answer because they remembered it from having read it at some earlier time but couldn't remember the title, and/or author, the items were not counted as correct.

The winner was determined by the most correctly completed answers. At the predetermined time the winner of "The Great Reading Race" was announced. The winner was presented with the prizes and the announcement of this winner was published in the local newspaper with the names of runners-up in the contest.

6. LTRI and Post Test

After the implementation period of the reading contest, the students were given the opportunity to use the computer and their student disks. The LTRI was

then administered to all students in the reading classes who took this inventory before the contest had been explained.

Each student was given an inventory of ten questions. They were instructed to answer all of the questions completely. Some questions instructed the students to check only one answer, and some questions instructed the students to choose as many answers as necessary to answer the questions. The students were given ten minutes to take the LTRI.

All reading students choosing to enter "The Great Reading Race" participated in the written CCSD Reading Management Diagnostic Test. The only items used on the test were those which related directly to the stated objectives. Each student was given a test booklet and an answer sheet on which to bubble their answers. The students were instructed to use as much of one 50 minute period as was necessary.

Chapter IV
Results

As indicated in the author's evaluation plan, the CCSD RMS Diagnostic Test was utilized to determine the success of the computer assisted program to encourage middle school students to read during their leisure time. The RMS evaluates four reading strands: comprehension/thinking, problem solving, study skills, and vocabulary.

The pre test of the RMS indicated zero percent mastery in comprehension/thinking skills and study skills and four percent mastery in problem solving and vocabulary. After participating in "The Great Reading Race", the RMS post test was administered with the following results: comprehension/thinking, problem solving and study skills remained the same, while the percent of mastery of vocabulary increased from four to nine.

Although it was the author's objectives that 50 percent of the students would improve their scores by 10 percent in reading comprehension, vocabulary, and inferencing skills, this objective was not met.

Also, it was the author's objectives that 75 percent of the students would associate leisure time reading with academic achievement and see an improved interest in leisure time reading, and the librarian would see a 75 percent increase of the participants' use of the library to select books for leisure time reading. It was the author's intent to utilize the LTRI as a measurement device for these purposes. After administering the post inventory, it was evident that the LTRI was an inappropriate tool. Therefore, one has to assume the objectives were not met and/or not measured.

Although the above objectives were not met, the author observed enthusiasm and increased interest in the use of the library for leisure time reading. The librarian indicated she observed a definite increase in student visits to the library. Since motivation is a problem in education, this was a positive aspect of the program.

Chapter V

Recommendations

This practicum project sought to determine if a computer assisted program could raise academic achievement by encouraging middle school students to read during their leisure time.

The results analyzed in chapter four show that all skills of students did not improve. Individual pre/post tests show little significant gains in the areas the author hoped to improve.

Although the results of this study did not show significant gains, the author suggests the reason was the students reached a frustration level and did not complete the contest. "The Great Reading Race" should be modified so the books will not be so difficult to find and the questions are more easily understood.

The author suggests that "The Great Reading Race" be offered to students three periods a year. In the first period, 20 books should be on the contest list, and only the books needed to locate correct answers should be placed on a reserve shelf in the library.

The students are more likely to continue in the reading race if the books are easier to find. The author suggests that this period be at the beginning of the school year, and it should be of six to nine weeks of duration.

In the second period, the same number of books, 20, should be placed on the contest list. Because questions with better clues could be made from nonfiction books, this type of books should be used for this period. The clues could be underlined, and the students could use the card catalogue. A warning here is the contest adiminstrator may find that more than one nonfiction book may have a correct answer. The second period should be of six to nine weeks of duration.

Although the students in "The Great Reading Race" thought the fiction book questions would be the easier to find, they were indeed the most frustrating. The third period would be the best time to list 20 to 25 questions from the fiction books because the students should be used to finding books and answers and using the card catalogue. They will be more secure in what

they are trying to achieve by this time. The duration of this period should be six to nine weeks.

For testing, the CCSD RMS Diagnostic Test was not the best to use for pre/post testing. The author recommends a testing tool which offers a different pre and post test. A test recommended is the Gates-McGinty. A test could be administered pre and post of each period of questions to test different skills each period or at the beginning and at the end of the school year testing all skills at one time. Only the students participating in "The Great Reading Race" can be tested for the comparison of their achievements, or all students can be tested for the teacher to have a comparison group of those participating and those not.

After a longer period of implementation, the author will reevaluate the computer assisted reading program. At that time, the author may modify the program.

"The Great Reading Race" will be made available to all reading teachers and the librarian in the school for their use and/or review.

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AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to borrow from the work of others, both published and unpublished, I have acknowledged each work in accordance with accepted scholarly and editorial practice. I give this testimony freely out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Barbara C. Mareck

Appendix A

Leisure Time Reading Survey

Leisure Time Reading Inventory

1. When I am not in school, mostly, I: (Check only one.)
   ____ 1. watch television
   ____ 2. read books or magazines

2. Out of every day, the approximate time I spend reading is: (Check only one.)
   ____ 1. less than 5 minutes
   ____ 2. 6-20 minutes
   ____ 3. 21-40 minutes
   ____ 4. 41-60 minutes
   ____ 5. more than 60 minutes (1 hour)

3. The materials I enjoy reading in my leisure time is:
   ____ 1. magazines
   ____ 2. comics
   ____ 3. newspaper
   ____ 4. fiction books
   ____ 5. nonfiction books

4. When I read in my leisure time, I like to read with: (Check only one.)
   ____ 1. noise around me
   ____ 2. in a quiet place

5. The time I best like to read is: (Check only one.)

____ 1. when I first get up

____ 2. right after school

____ 3. in the evening

____ 4. just before bedtime

____ 5. in bed

6. The members of my household who read books during their leisure time are:

____ 1. mother

____ 2. father

____ 3. brother

____ 4. sister

____ 5. grandparent

____ 6. guardian

7. Before I learned to read, someone at home read to me regularly (at least once a day). (Check only one.)

____ 1. yes

____ 2. no

8. When I complete my work in class, I: (Check only one.)

____ 1. do nothing

____ 2. read a book I brought to class

____ 3. try to talk to people around me

____ 4. try to get attention other ways

9. I need some type of motivation to encourage me to read during leisure time: (Check only one.)

____ 1. yes

____ 2. no

10. A means to motivate me to read would be: (Check only one.)

____ 1. money

____ 2. peer recognition

____ 3. a competition with others

____ 4. other reward

Appendix B

CCSD RMS Printouts of Class Results

CLASS PROFILE

READING

TEACHER NAME: MARECK COURSE NAME: 6TH READING
TEACHER ID: 03 COURSE: 6 SECT: 01 PER: 01
TEST DATES: 03/21/90 - 03/21/90 SELECTED OBJECTIVE CODE: 6

STUDENT ID	STUDENT NAME	IMS GROUP	OBJECTIVE A	B	C	D	PERCENT OBJECTIVES MASTERED
			0	0	0	0	0
			0	0	0	0	0
			0	0	0	0	0
			0	0	0	0	0
			0	0	0	0	0
			0	0	0	P	0
			0	0	0	0	0
			0	0	0	0	0
			0	0	0	0	0
			0	M	0	M	50
			0	0	0	0	0
			0	0	0	0	0
			0	0	0	0	0
			0	0	0	0	0
			0	0	0	0	0
			0	0	0	0	0
			0	0	0	0	0
			0	0	0	0	0
			0	0	0	P	0
			0	P	0	P	0
			0	0	0	0	0
			0	0	0	0	0
			0	0	0	0	0
PERCENT OF STUDENTS MASTERING:			0	4	0	4	

M = MASTERED C = CERTIFIED P = PARTIALLY MASTERED 0 = NOT MASTERED - = NOT TESTED

A = 6-CT B = 6-PS C = 6-SS D = 6-V

INSTRUCTIONAL MANAGEMENT SYSTEM

CLASS PROFILE
READING

TEACHER NAME: MARELO
TEACHER ID: 03
TEST DATES: 06/04/90 - 06/08/90

COURSE NAME: 6TH READING
COURSE: 6 SECT: 01 PER: 01
SELECTED OBJECTIVE CODE: 6

STUDENT ID	STUDENT NAME	IMS GROUP	OBJECTIVE A	B	C	D	PERCENT OBJECTIVES MASTERED
			0	0	0	0	0
			0	0	0	0	0
			0	0	0	C	0
			0	0	0	0	0
			0	0	0	0	0
			0	0	0	P	0
			0	0	0	C	0
			0	0	0	0	0
			C	0	0	0	0
			C	M	0	M	50
			0	0	0	0	0
			0	0	0	0	0
			0	C	0	P	0
			0	0	0	0	0
			0	0	0	0	0
			0	0	0	0	0
			0	P	0	0	0
			0	0	0	P	0
			0	0	0	M	25
			0	0	0	P	0
			0	0	0	0	0
			0	0	0	0	0
			0	0	0	0	0

PERCENT OF STUDENTS MASTERING: 0 4 0 9

M = MASTERED C = CERTIFIED P = PARTIALLY MASTERED 0 = NOT MASTERED - = NOT TESTED

A = 6-CT B = 6-PS C = 6-SS D = 6-V

Appendix C

Reading Questions and Computer Program

THE GREAT READING RACE!

Name:

```
****************************************
**In this reading race, you will
**receive a list of questions.  The
**answers can be found in books in the
**library stacks.  Find the answers to
**the questions.  Enter the title and
**author of the book in which you find
**them and then the answer to the
**question.
**
**Are you ready to start?  GREAT!!!
**The last date to enter your answers
**is May 25.  The winner of the race
**will be announced May 31.
**
**   GOOD LUCK and GOOD READING!
**
****************************************


****************************************
** 1.  Who helped Jessica change
**     her looks and lent her fabulous
**     clothes?
****************************************

     1.  Title:
         Author:
         Answer:

****************************************
** 2.  Of what book is Georgie Burgess
**     the main character?
****************************************

     2.  Title:
         Author:

****************************************
** 3.  Who died when Judy Blume was at
**     Camp Kenwood?
****************************************

     3.  Title:
         Author:
         Answer:

****************************************
** 4.  Who was the girl who told
**     Anastasia lies and thought
**     Anastasia had a beautiful name?
```

****

4. Title:
   Author:
   Answer:

****
** 5. Where did the high school
**   students take Mr. Griffin after
**   they kidnapped him?
****

5. Title:
   Author:
   Answer:

****
** 6. In what year did Billy Jean King
**   win her first Wimbledon
**   Tournament?
****

6. Title:
   Author:
   Answer:

****
** 7. How many dwarfs were on the
**   quest to retrieve the gold and
**   kill Smoug?
****

7. Title:
   Author:
   Answer:

****
** 8. Name a book which had a
**   spaceship named Voyager.
****

8. Title:
   Author:
   Answer:

****
** 9. During one particular summer,
**   who caught the monkeys?
****

9. Title
   Author:
   Answer:

****
**10. What did Peter Marshall want to

** be when he grew up?
****

10. Title:
Author:
Answer:

****
**11. Who was called the Pigman?
** What did he leave to his
** friends?
****

11. Title:
Author:
Answer:
Answer:

****
**12. At what point can a person be
** pronounced dead?
****

12. Title:
Author:
Answer:

****
**13. When did Raudjoborn become
** Leifr's friend?
****

13. Title:
Author:
Answer:

****
**14. To whom did Vincent Van Gogh
** send his cut-off ear?
****

14. Title:
Author:
Answer:

****
**15. What was Houdini's profession?
****

15. Title:
Author:
Answer:

****
**16. How many teen-age boys became
** landlords?

****

16. Title:
Author:
Answer:

****
**17. In what year was Juarez elected
** governor of Oaxaca?
****

17. Title:
Author:
Answer:

****
**18. What was Pele's real name?
****

18. Title:
Author:
Answer:

****
**19. Why did the yearling have to be
** destroyed?
****

19. Title:
Author:
Answer:

****
**20. Who is Peter Wedemeyer?
****

20. Title:
Author:
Answer:

****
**21. What made Helen Keller unique?
****

21. Title:
Author:
Answer:

****
**22. In what year did Magic Johnson
** win the MVP award?
****

22. Title:
Author:
Answer:

****
**23. How many worms did Billy eat?
****

23. Title:
Author:
Answer:

****
**24. How old is Peter at the end of
** the story in which Farley Drexel
** Hatcher gets a new baby sister?
****

24. Title:
Author:
Answer:

****
**25. The very rich Samuel W. Westing
** leaves a very unusual will for
** sixteen people. What makes it
** unusual?
****

25. Title:
Author:
Answer:

****
**You're finished? FANTASTIC!!! You
**have just completed The Great Reading
**Race. Print your answers and turn
**them into your teacher. DON'T forget
**to enter your name BEFORE you print.
**Circle your name so your teacher can
**find it easily.
****

****
**Type Control-B to go to the beginning
**of the text.
****

Appendix D

Form for Student Generated Questions

Title:_____

Author:_____

Question:_____

_____

Answer:_____

_____

Write only questions which ask: who, what, when, where, or why. Please write clearly and state your question simply.

Appendix E

Skill Objectives of CCSD RMS

[illegible] MAHLON BROWN
INSTRUCTIONAL MANAGEMENT SYSTEM

ITEM ANALYSIS
READING

TEACHER NAME: MARECK
TEACHER ID: 08
TEST DATE: 03/21/80

COURSE NAME: [illegible] READING
COURSE: 6 SECTION NUMBER: 01
TEST BOOKLET: RM-6 [illegible]

6-SI-[illegible] OBJECTIVE DESCRIPTION

6-OT-01 RECALL DETAILS SIGNIFICANT TO A STATED PURPOSE

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
38	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
59	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
71	0(0)	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	29(100)	29

6-OT-02 IDENTIFY THE MAIN IDEA AND SUPPORTING DETAILS

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
40	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
50	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
66	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29

6-OT-03 INFER THE MAIN IDEA/TITLE

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
60	4(14)	4(14)	16(55)*	4(14)	0(0)	0(0)	1(3)	0(0)	29
63	6(21)	3(10)	19(66)*	0(0)	0(0)	0(0)	1(3)	0(0)	29
74	3(10)	2(7)	1(3)	23(79)*	0(0)	0(0)	0(0)	0(0)	29

6-OT-04 RECALL THE SEQUENCE OF EVENTS

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
41	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
47	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
54	0(0)	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	29(100)	29

6-OT-05 DIFFERENTIATE BETWEEN FICTION AND NONFICTION

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
78	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
79	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
80	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29

6-OT-06 DIFFERENTIATE BETWEEN FACT AND OPINION

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
81	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
82	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
83	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29

6-OT-07 CLASSIFY INFORMATION INTO CATEGORIES

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
84	0(0)	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	29(100)	29
85	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
86	0(0)	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	29(100)	29

N P)* - N = NUMBER OF STUDENTS, P = PERCENTAGE OF GROUP, * = CORRECT RESPONSE

DATE 10/26/90

B MARION BEERS
INSTRUCTIONAL MANAGEMENT SYSTEM

ITEM ANALYSIS
READING

COURSE NAME: 6TH READING
COURSE: 0 SECT: 01 PER: 01
TEST BOOKLET: RF-6[illegible]

TEACHER NAME: MAREDY
TEACHER ID: 03
TEST DATE: 03/21/90

G-ST-06.T

6-CT-09 ITEM NO	OBJECTIVE DESCRIPTION: COMPARE AND CONTRAST ACCORDING TO A STATED PURPOSE								
	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
42	0(0)	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	29(100)	29
61	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	29(100)	29
73	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29

6-CT-10 ITEM NO	DEFEND CONCLUSIONS								
	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
48	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
62	0(0)	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	29(100)	29
74	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	29(100)	29

6-CT-11 ITEM NO	PREDICT OUTCOMES AND PROVIDE RATIONALE								
	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
43	0(0)	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	29(100)	29
49	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
55	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29

6-CT-12 ITEM NO	INFER CAUSE AND EFFECT								
	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
5e	0(0)	18(62)*	1(3)	10(34)	0(0)	0(0)	0(0)	0(0)	29
63	2(7)	3(10)	7(24)	17(59)*	0(0)	0(0)	0(0)	0(0)	29
75	22(76)*	4(14)	1(3)	2(7)	0(0)	0(0)	0(0)	0(0)	29

6-CT-13 ITEM NO	IDENTIFY PRONOUN ANTECEDENTS								
	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
50	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	29(100)	29
57	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
76	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	29(100)	29

6-CT-14 ITEM NO	IDENTIFY/INFER CHARACTER TRAITS								
	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
51	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	29(100)	29
57	0(0)	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	29(100)	29
77	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29

6-CT-15 ITEM NO	INFER SETTING, MOOD, AND PLOT OF A SELECTION								
	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
45	1(3)	3(10)	25(86)*	0(0)	0(0)	0(0)	0(0)	0(0)	29
58	3(10)	23(79)*	3(10)	0(0)	0(0)	0(0)	0(0)	0(0)	29
69	3(10)	3(10)	0(0)	23(79)*	0(0)	0(0)	0(0)	0(0)	29

N(P)* - N = NUMBER OF STUDENTS, P = PERCENTAGE OF GROUP, * = CORRECT RESPONSE

INSTRUCTIONAL MANAGEMENT SYSTEM

ITEM ANALYSIS
READING

TEACHER NAME: MARLOW
TEACHER ID: 03
TEST DATE: 02/21/70

COURSE NAME: 6TH READING
COURSE: 6 BOOK: 12 PER: 02
TEST BOOKLET: RM-6020-D

6-ST-OBJ OBJECTIVE DESCRIPTION

6-ST-16 IDENTIFY AUTHOR'S PURPOSE

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
46	0(0)	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	29(100)	29
56	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
69	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29

6-ST-17 RECOGNIZE TYPES OF LITERATURE (BIOGRAPHIES, AUTOBIOGRAPHIES, SHORT STORIES, AND SCIENCE FICTION)

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
44	0(0)	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	29(100)	29
64	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
70	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29

6-ST-18 INTERPRET PROSE, POETRY, AND FIGURATIVE LANGUAGE (SIMILIES, METAPHORS, AND PERSONIFICATION) USING IMAGERY

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
97	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
98	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
99	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29

6-PS-14 APPLY SYLLABICATION RULES

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
1	1(3)	7(24)	21(72)*	0(0)	0(0)	0(0)	0(0)	0(0)	29
2	9(31)	20(69)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29
3	26(90)*	1(3)	2(7)	0(0)	0(0)	0(0)	0(0)	0(0)	29

6-PS-15.1 DETERMINE THE MEANINGS OF SUFFIXES (ANCE, ENCE, IC, AL, AND ICAL)

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
4	22(76)*	6(21)	1(3)	0(0)	0(0)	0(0)	0(0)	0(0)	29
5	13(45)	6(21)	10(34)*	0(0)	0(0)	0(0)	0(0)	0(0)	29
6	16(55)*	11(39)	2(7)	0(0)	0(0)	0(0)	0(0)	0(0)	29
7	2(7)	4(14)	23(79)*	0(0)	0(0)	0(0)	0(0)	0(0)	29

6-PS-15.2 DETERMINE THE MEANINGS OF PREFIXES (IM, SEMI, IR, UNI, BI, MONO, TRI, AND SUPER)

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
8	0(0)	24(83)*	5(17)	0(0)	0(0)	0(0)	0(0)	0(0)	29
9	3(10)	24(83)*	2(7)	0(0)	0(0)	0(0)	0(0)	0(0)	29
10	2(7)	3(10)	24(83)*	0(0)	0(0)	0(0)	0(0)	0(0)	29
11	1(3)	0(0)	28(97)*	0(0)	0(0)	0(0)	0(0)	0(0)	29

NOTE: P(*) = N = NUMBER OF STUDENTS, P = PERCENTAGE OF GROUP, * = CORRECT RESPONSE

INSTRUCTIONAL MANAGEMENT SYSTEM

ITEM ANALYSIS
READING

TEACHER NAME: MARSCH
TEACHER ID: [illegible]
TEST DATE: 02/21/[illegible]

COURSE NAME: 6T- READING
COURSE: 6 SECTION OF PE . 01
TEST BOOKLET: RM-[illegible] C

6-ST-OBJT OBJECTIVE DESCRIPTION

6-PS-16 APPLY SPELLING CHANGES OF SINGULAR TO PLURAL IN CONTEXT

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
12	1(3)	7(24)	21(72)*	0(0)	0(0)	0(0)	0(0)	0(0)	29
13	24(83)*	2(7)	3(10)	0(0)	0(0)	0(0)	0(0)	0(0)	29
14	6(21)	0(0)	23(79)*	0(0)	0(0)	0(0)	0(0)	0(0)	29

6-PS-17 DEMONSTRATE THE USAGE OF REGULAR AND IRREGULAR POSSESSIVES IN CONTEXT

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
15	11(38)	18(62)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29
16	15(52)*	14(48)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29
17	18(62)*	11(38)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29

6-SS-02 APPLY ALPHABETIZING SKILLS

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
90	0(0)	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	29(100)	29
91	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
92	0(0)	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	29(100)	29
93	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29

6-SS-03 LOCATE RELATED INFORMATION USING THE INDEX OF A BOOK

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
94	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
95	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
96	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29

6-SS-04 UTILIZE THE DICTIONARY TO DETERMINE PARTS OF SPEECH, PRONOUNCIATION KEY, AND GUIDE WORDS

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
97	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
98	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
99	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	29(100)	29
100	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
101	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29

6-SS-04.1 DETERMINE THE APPROPRIATE DICTIONARY MEANINGS OF WORDS IN CONTEXT

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
102	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	29(100)	29
103	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
104	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29

N(P)* - N = NUMBER OF STUDENTS, P = PERCENTAGE OF GROUP, * = CORRECT RESPONSE

INSTRUCTIONAL MANAGEMENT SYSTEM

ITEM ANALYSIS
READING

TEACHER NAME: MARSH
TEACHER ID: 03
TEST DATE: 01 21 [illegible]

COURSE NAME: 7TH READING
COURSE: 0 GRADE OF PUPIL: 00
TEST BOOKLET: AM-0868-C

6-07-01 OBJECTIVE DESCRIPTION

6-33-09 APPLY OUTLINING SKILLS

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
105	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	29(100)	29
106	0(0)	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	29(100)	29
107	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29

6-33-12 INTERPRET TABLES AND GRAPHS (BAR, CIRCLE, LINE, AND PICTOGRAPH)

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
108	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
109	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	29(100)	29
110	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
111	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
112	0(0)	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	29(100)	29
113	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29

6-33-13 INTERPRET MAPS, DIAGRAMS, AND TIMELINES

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
114	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
115	0(0)	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	29(100)	29
116	0(0)	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	29(100)	29
117	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
118	0(0)	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	29(100)	29
119	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	29(100)	29
120	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	29(100)	29
121	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
122	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	29(100)	29

6-V -02 PRACTICE THE THREE FORMS OF COMPOUND WORDS

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
18	25(86)*	0(0)	4(14)	0(0)	0(0)	0(0)	0(0)	0(0)	29
19	2(7)	4(14)	23(79)*	0(0)	0(0)	0(0)	0(0)	0(0)	29
20	1(3)	17(59)*	11(38)	0(0)	0(0)	0(0)	0(0)	0(0)	29

6-V -04 DETERMINE THE MEANINGS OF GRADE LEVEL SYNONYMS IN CONTEXT

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
21	24(83)*	2(7)	3(10)	0(0)	0(0)	0(0)	0(0)	0(0)	29
22	4(14)	21(72)*	4(14)	0(0)	0(0)	0(0)	0(0)	0(0)	29
23	10(34)	7(24)	12(41)*	0(0)	0(0)	0(0)	0(0)	0(0)	29

6-V -05 DETERMINE THE MEANINGS OF GRADE LEVEL ANTONYMS IN CONTEXT

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
24	20(69)*	9(31)	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29
25	21(72)*	7(24)	1(3)	0(0)	0(0)	0(0)	0(0)	0(0)	29
26	5(17)	5(17)	19(66)*	0(0)	0(0)	0(0)	0(0)	0(0)	29

N(P)* - N = NUMBER OF STUDENTS, P = PERCENTAGE OF GROUP, * = CORRECT RESPONSE

ITEM ANALYSIS
READING

TEACHER NAME: MAPES
TEACHER ID: 03
TEST DATE: 03/21 9

COURSE NAME: 6TH READING
COURSE: 6 SECT: 05 PER: 02
TEST BOOKLET: RM-5656-D

6-ST-01 T OBJECTIVE DESCRIPTION

6-V -06 DETERMINE THE MEANINGS OF GRADE LEVEL HOMONYMS IN CONTEXT

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
27	4(14)	25(86)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29
28	7(24)	22(76)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29
29	28(90)*	2(7)	1(3)	0(0)	0(0)	0(0)	0(0)	0(0)	29

6-V -07 APPLY CONTEXT CLUES TO IDENTIFY THE MEANING OF AN UNFAMILIAR WORD OR PHRASE

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
30	2(7)	24(83)*	3(10)	0(0)	0(0)	0(0)	0(0)	0(0)	29
31	1(3)	1(3)	27(93)*	0(0)	0(0)	0(0)	0(0)	0(0)	29
32	1(3)	26(90)*	2(7)	0(0)	0(0)	0(0)	0(0)	0(0)	29

6-V -08 DETERMINE THE MEANINGS OF GRADE LEVEL MULTIPLE MEANING WORDS IN CONTEXT

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
33	6(21)	1(3)	22(76)*	0(0)	0(0)	0(0)	0(0)	0(0)	29
34	2(7)	26(90)*	1(3)	0(0)	0(0)	0(0)	0(0)	0(0)	29
35	0(0)	19(66)*	10(34)	0(0)	0(0)	0(0)	0(0)	0(0)	29

6-V -09 ANALYZE ANALOGIES

ITEM NO	A	B	C	D	E	MULTIPLE	BLANK	NOT TESTED	TOTAL
36	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29
37	0(0)	0(0)	0(0)	0(0)*	0(0)	0(0)	0(0)	29(100)	29
38	0(0)	0(0)*	0(0)	0(0)	0(0)	0(0)	0(0)	29(100)	29

(P)* - N = NUMBER OF STUDENTS, P = PERCENTAGE OF GROUP, * = CORRECT RESPONSE

TOTAL STUDENTS TESTED: 29 TOTAL OBJECTIVES: 36 TOTAL ITEMS: 122

** END OF REPORT **62

Appendix F

Prompted Writing

PROMPTED WRITING

This is a SPECIAL FEATURE which lets you give on-screen prompts, or instructions, to students for guided writing activities. A student loads in a file you have prepared, follows directions inside "prompt boxes" and types responses as directed. The prompt boxes are locked to prevent any writing inside them.

After responding to a prompt box, the student uses the down-arrow to move the cursor to the next prompt box and writes to the directions there.

When the student's finished work is printed, the prompts will not appear unless you change that option in the (P)rint mode. The prompts can quickly (and permanently) be removed from the edit space, so the student can edit a more final draft of file.

The Writing Lessons Disks associated with FrEdWriter (Available from CUE Softswap; See page DOC.A-5) contain procedural examples of this technique. You will find excellent examples of how this technique can be used to help your children learn writing skills.

Below is an example of how a prompt box will appear when it is printed:

```
PROMPT BOX                (top line)
*******************************************
**<-- side line
**
**      A Writing Prompt
**
**      To print out this screen, you would
**      set the PRINT PROMPTS to YES on the
**      PRINT MENU.
*******************************************
                          (bottom line)
```

STEPS TO CONSTRUCT A PROMPT BOX

This is the procedure to follow:

1.	Open Apple-P	Enters Prompt box mode
2.	Open Apple-A	Prints top line
3.	RETURN	Jumps to next line & Prints side line
4.	Enter your prompt	
5.	Open Apple-Z	Enter bottom line, exits prompt mode

APPEARANCE OF PROMPT BOX
When a prompt box is constructed or seen on the screen, it will appear as inverse lines.

TO EDIT/ DELETE or INSERT TEXT IN EXISTING BOXES
1. Open Apple-P
2. Move cursor to do editing
3. Open Apple-P

TO ENTER/EXIT the PROMPT WRITING MODE
1. Open Apple-P (toggles)

TO STOP CURSOR SCROLL IN A LONG PROMPT BOX
1. Open Apple

TWO WAYS TO SEE TEXT WITHOUT PROMPTS
1. HIDDEN PROMPTS
   (P)rint mode
      PRINT PROMPTS.....NO
      PRINT DESTINATION.....SCREEN or PRINTER
2. PERMANENT DELETE PROMPTS FROM TEXT
   Open Apple-P
   Open Apple-K
   Respond Y to "Are you sure?" prompt
   Cursor will appear at the top of the file

PLANNING PROMPTS
The best prompts are planned ahead of time. Before using prompts with an entire class, TEST the prompt on a sample student. This can save you lots of confusion with the entire class.

HELPFUL STANDARDIZATION
The last prompt box could have the PRESS CONTROL-B message (see the end of DOC.A for example).

The first prompt boxes could contain directions such as USE THE ARROW KEY TO ADVANCE, DON'T USE THE RETURN KEY, and directions for the heading (See DOC.A for example).

Prompts should be constructed with (W)idth set to 38 so they can be shared with other educators. (See DOC.A-5)

PRINTING AND FORMATTING SUMMARY

CHANGE LINE <W>idth

TAB (5 spaces)

CHANGE <P>RINT VALUES
1. <P>
2. Press arrow key to highlight choice
3. Press RETURN
4. If there are prompts, respond
5. Press RETURN
See DOC.D page 2 for defaults and choices

CONSTRUCT PROMPT BOX
1. Open Apple-P
2. Open Apple-A
3. Enter prompt, press RETURN at end of each line
4. Open Apple-Z

TOGGLE PROMPT MODE (to edit)
1. Open Apple-P

PERMANENTLY DELETE PROMPTS
1. Open Apple-P
2. Open Apple-R and Y